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ABSTRACT

Teachers can use play and humor to establish a climate conducive to learning and mastering effective skills in interpersonal communication classes. A classroom, wherein everyone is considered a teacher and student at the same time, is a classroom acknowledging students, promoting respect and acceptance of others' worldview on a wide range of issues. Having fun role-playing and working together in dyadic or small group structured learning activities, students as well as teachers learn a great deal about interpersonal communication, enhance their interpersonal relationships, relieve tension, eliminate boredom, improve class attendance, ameliorate active participation, heighten self-awareness of the importance of others, increase self-confidence, and enjoy what they are doing. Using play and encouraging the application of a good sense of humor while playing, along with a careful consideration of the major factors of listening, affection, acceptance, respect, and timing, teachers and students would realize that it can be safe to make mistakes and learn from those mistakes. Three dyadic case studies, a logic problem, and a small group activity are attached. (Contains 32 references.) (Author/RS)

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Play and Humor in the College Classroom: Using Play as a Teaching Technique in Interpersonal Communication Classes

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Abstract

Play and humor have received less attention in the classroom than in any other context. The purpose of this article is to explain how teachers can use play and humor to establish a climate conducive to learning and mastering effective skills in interpersonal communication classes. A classroom, wherein everyone is considered a teacher and student at the same time, is a classroom acknowledging students, promoting respect and acceptance of others' worldview on a wide range of issues. Having fun role-playing and working together in dyadic or small group structured learning activities, students as well as teachers learn a great deal about interpersonal communication, enhance their interpersonal relationships, relieve tension, eliminate boredom, improve class attendance, ameliorate active participation, heighten self-awareness of the importance of others, increase self-confidence, and, more importantly, enjoy what they are doing. Using play and encouraging the application of a good sense of humor while playing, along with a careful consideration of the major factors of listening, affection, acceptance, respect, and timing, teachers and students would realize that it can be safe to make mistakes and learn from those mistakes.

Introduction

People spend a large proportion of their lives in dyads and small groups wherein interpersonal communication takes place. Dyadic and small group interactions encompass the experiences of friends, peers, family, school, work, play, and the like. These two communication contexts provide the individual with a sense of belonging, caring, and sharing.

The effect of the mere presence of others on individual behavior is well documented. More often than not, the presence of others in small numbers induces participation, results in improved performance of a task, and facilitates social interaction (Cottrell, 1968; Zajonc, 1965). In other instances, however, the presence of others may lead to social loafing and hinder individual task performance (Latane, Williams, & Harkins, 1979). More recent studies showed that the higher the number of participants the less the individual motivation to perform (Kravitz & Martin, 1986; Harkins, 1987; Huseman, Hatfield, & Miles, 1987). Considering these research findings and others, it may be safe to assume that working in dyads and small groups of three or four is beneficial and enjoyable. To do so teachers can assign clear structured learning activities as well as set appropriate and attainable goals for more effectiveness in learning.

Goal setting was found to increase motivation and reduce social loafing. Locke and Latham (1990) indicated that goal specificity and role clarity may lead individuals to meet their own goal and experience satisfaction. Using play along with a good

sense of humor to engender cooperation among students and to increase learning in the classroom was one of the major goals of the interpersonal communication course. Even though students could identify ways to cooperate with each other, they had little experience in practicing cooperation skills (Bergin, 1989). Giving students the opportunity to practice these skills in the classroom is one of the most important tasks teachers need to consider.

As students change classes and teachers throughout the day, they may feel that teachers do not really care about knowing them and, much less, helping them deal with their problems. Hence, their engagement in learning is likely to diminish as they begin to look outside for attention. To reduce this risk, many educational institutions are developing more responsive support systems, such as a small student-teacher ratio, effective advising strategies, and cooperative rather than competitive classroom atmosphere. As important as these support systems appear, however, they are not enough. Assigning various structured learning activities and being able to joke or have fun with others, teachers can enhance their recognition of students as individuals giving them the attention they need. Being recognized as individuals, rather than just numbers as is the case in many large institutions, students strive for attendance, better learning, and improved relationships.

Purpose

The purpose of this article is to explain how teachers can use play and humor to establish a climate conducive to learning and mastering effective skills in interpersonal communication classes.

In reality, play and humor in the classroom create a climate conducive to instructing and learning. A classroom, wherein everyone is considered a teacher and student at the same time, is a classroom acknowledging students, promoting respect among all and acceptance of others' worldview concerning a wide range of issues. As students have fun role-playing and working with one another and the teacher, they tend to encounter difficulties, experience interpersonal problems that involve relationships with others, and learn a great deal about interpersonal communication.

Developing interpersonal skills with peers may be as important for students' academic achievement as it is for their social success and adjustment. In essence, the ability to successfully relate to others is a crucial dimension of social or interpersonal competence. Gesten (1976) noticed that students who are highly competent in social situations have fewer mental and emotional disorders than those who are less skillful. Because the development and mastery of interpersonal or social skills promote positive mental health (Anderson & Messik, 1974; Shure, 1981), it is incumbent upon teachers to offer programs and various activities that may help develop such competencies.

While role-playing has received minimal attention, humor has been studied by many scholars in a variety of fields (Berger, 1976; Cantor & Zillman, 1973; Crawford, 1993; Duncan, 1982; Gruner, 1978; Hertzler, 1970; LaFave, 1972; Malone, 1980; McCroskey & McCain, 1974; Meyer, 1990; Mulkay, 1988; Smith & Powell, 1988; Ullian, 1976). Some of these studies used the workplace as a research site,

while others used presidential debates analyses to discuss the effect of humor. For instance, Crawford (1993) stated that "humor is an integral part of politics, and by the nature of the activity, important to political debates" (p. 2). Forensic programs and debate activities abound in high schools as well as in universities because they are considered effective tools for learning. These programs and activities rely heavily on role-playing. For instance, Sillince and Minors (1991) identified role-playing as one of three major factors (emotions, highly-placed values, and role-playing), which make a strong argument. In addition, they stated that "it is clear that argumentation is centrally involved in role-playing and thus in giving emotional or value-related meaning to the arguer's and hearer's worlds" (p. 281).

In order to win, debaters are supposed to have the ability to argue both sides of an issue, the affirmative as well as the negative sides. Hence, they need to thoroughly research debate issues and formulate strong arguments for effective use, depending on what role they are assigned to play. If academic debating is used as "an educational laboratory intended to promote effective communication," as Watt (1993, p. i) argues, and if debating consists mainly of role-playing, then it is worthwhile to imitate debaters in interpersonal communication classrooms. The way to do so is through assigning dyadic and small group structured learning activities, wherein students can play, have fun, and learn at the same time; exactly like debaters who go from one tournament to another to role-play, learn, and enjoy their trips.

Vinton (1989) studied humor in the workplace. She discovered how important humor can be in getting the job done. She stated that besides helping to create a more pleasant atmosphere, three different types of humor were found to perform particular functions. Telling self-ridiculing jokes was found to signal other orgnization members that one was willing to participate in a teasing relationship. "Teasing was used as a pleasant way of getting work done in such close quarters. And bantering, another form of teasing, helped lessen the status differentials that existed among the employees" (p. 164). Therefore, she suggested that, "before stopping teasing or joking in an organization because it appears to be disruptive or wasting time, the practitioner should determine if these activities are serving some useful purpose" (p. 165).

Smith and Powel (1988) researched the use of disparaging humor by group leaders. Their results indicated that "the leader who used self-disparaging humor was perceived as more effective at relieving tension and encouraging member participation, and appeared more willing to share opinions" (p. 279). LaFave (1972) contended that "a joke is humorous to the extent that it enhances a positive identification class and disparages a negative one" (p. 198). Other researchers asserted that humor enhanced group enjoyment, relieved boredom, made tedious jobs more tolerable, facilitated group cohesiveness, gave insight into group dynamics, and reduced tension (Block, Browning, & McGrath, 1983; Roy, 1960; Duncan, 1982). Thus, it is clear that, when used and directed appropriately and at the

right time, humor can be very beneficial. However, while many scholars showed great interest in researching the effect of humor in various situations, few of them looked at the impact of play and humor in the classroom context. The following section is an account of how play and humor can work together to affect students' learning in the classroom.

Play and Humor in Interpersonal Communication Classrooms

Play and humor are found to be effective techniques in interpersonal communication classrooms. The general objective of using play and humor is to stimulate certain types of communication decision situations which students face in their day-to-day living. The techniques include activities that focus on cooperation and communication skills and provide students with the opportunity to practice these skills with their classmates. Specifically, the activities require that students attend to each other, communicate with each other, and collaborate with each other in order to complete the assigned tasks within specific time periods.

Description of Classroom Activities. Learning opportunities are provided through various activities and role-playing situations so students can experience problem solving, small group discussion, interviewing, information acquisition, and persuasion as a means of developing effective interpersonal skills. These activities are designed to promote dyadic and group processes and develop sufficient rapport among students in order to engage in decision making and problem solving experiences.

The participants gain initial understanding of their responsibilities and opportunities by reading the descriptions and explanations of the various roles in each activity. A more complete understanding evolves through the experience of participating. Some individuals find themselves feeling unsure and uncertain about their roles in the activity or the learning value at first, but after initial involvement they realize how important and influential it is to simulate certain roles in these activities.

From the first day and after initial introductions, students are divided into pairs as well as small groups of three or four. Each Pair or dyad is assigned a total of six cases or role-play situations. Two of these cases involve information gathering wherein each dyadic member is supposed to gather information from the other concerning a specific case or situation. Two other cases involve persuasion wherein one member is trying to persuade the other to do something one's own way. The other two cases involve assertiveness wherein one has to assert oneself and stand up for what one believes in.

After they get these assignments, students meet outside as well as inside the classroom to discuss each other's role before actual performance in front of the classroom. Prior to performing in the classroom, students are asked to write a short pre-analysis paper concerning their specific cases and according to certain guidelines provided to them. After performing or presenting their cases to the class, students are asked again to write a short post-analysis paper concerning the same cases and according to certain

guidelines provided to them as well. The pre-, and post-analysis papers reveal whether students realized their goals or not.

Group assignments are somewhat different from dyadic activities. These assignments consist mainly of logical problems. Each member of the small group receives a piece of information that is crucial to the solution of the problem at hand. Active cooperation of all members is required to arrive at the solution. These assignments promote small group cohesiveness, cooperation, and a feeling of group identity. In fact, they are designed in a way to promote the group process and the development of sufficient rapport so that students can readily engage in group discussion and problem solving. The group which solves the problem first gets five points, the second gets four points, the third receives three points, and the group that does not arrive at a satisfactory solution gets nothing. At the end, students share information about how they arrived at solving each problem and whether there is more than one way to solve it.

Each student has a primary communication responsibility that is evaluated through procedures explained in the syllabus by the course instructor. The evaluation provides the means through which one receives grade point reward for one's communication performance. Clarity about students' responsibilities is greatly appreciated by students who, from the beginning, know what is expected from them and how their effort is going to be evaluated.

This approach to learning about interpersonal communication shows students that active listening is as necessary to success as

active speaking. In addition, students necessary involvement transforms a passive classroom into an active one wherein relationships between principles and applications are more readily recognized. The opportunity for developing applicable skills is, thus, open to each student in the class. Furthermore, students exhibit great interest in attending class sessions because they realize that it is somewhat rewarding to have fun and learn at the same time.

Examples of Case Studies. Appendices 1, 2, and 3 are examples of dyadic case studies; while appendices 4 and 5 are related to logic problems or small group activities. Appendix 1, "Stress and Anger," is an information acquisition case; appendix 2, "Why Should I Take It When I Am Cured," is a persuasive case; and appendix 3, "What Do You Mean, Do My Share?" is an assertive case. All of these dyadic cases are taken from Russell's (1993) textbook entitled, Interpersonal Is Between. Appendix 4, "Is'Cream Stop," and appendix 5, "The Widget Corporation," are examples of the activities designed for the small group discussion and problem solving. Such activities can be found in Penny Press Original Logic Problems magazine.

Using these activities or case studies as well as similar other ones in the interpersonal communication classes are found to be conducive to effective learning. Even though role relationships and role behaviors of teachers and students are initially defined and prescribed by the society or culture, still individuals can negotiate and alter the specific nature of their responsibilities

toward each other in the classroom. For instance, teachers and students can negotiate ways which may create a better learning environment than the traditional or conventional ways prescribed by society. Play and humor are two of several ways which can be used to improve classroom atmosphere, develop relationship building skills, and avoid possible negative consequences.

Teachers need to explain vigorously what to expect of their students, and engage them in a spirited discussion of alternative ways or techniques for better learning. For instance, play and humor encourage students to be more open with their teachers and go to them when confronted with a problem. When it comes to the truly serious issues of students' learning and mastering effective communication skills, teachers cannot afford to be much like wallpaper, present, but almost purely decorative. Having a good sense of humor and trying to joke with students in and outside of the classroom, teachers are likely to do an excellent job in terms of enticing students to attend, study, and learn more effectively. In addition, students, who work cooperatively with each other as well as with their teachers, learn better, feel better about themselves, and get along better with each other. Because many schools pit students against each other in an individual contest for attention, approval, and achievement; a spirit of antagonism takes place and students are deprived from the chance to work and learn together.

Successful teachers can make significant changes by creating the right conditions. In fact, successful teachers spend enough

time getting to know students. Some of the ways to improve students' active involvement and teachers' accomplishment may be derived from Guarendi's (1990) essay on "Why Some Kids Listen."

Speak less. Teachers' most common mistake is lecturing. That long classroom monologue is often boring because it is one-sided and does not allow students to say much. It is always helpful to start the class period by speaking honestly, being brief, and listening empathically. Then it is suggested to use dyadic or small group activities. These activities are sure to eliminate long lectures and increase opportunities for students to learn from each other as well as from the teacher, who can keep a vigilant eye on students' discussions and interferes whenever needed.

Avoid heated words. When certain issues threaten to get out of hand, teachers would be better served to never forget what they were like when they were students. This way they realize that foolish behavior has always been part of growing up, and act with restraint around others. Using appropriate words along with the right nonverbal behavior can be sure to lessen the tension and create a more supportive climate for continuous interaction. After all, teachers cannot afford to lose their temper, especially in front of students. Perhaps, a touch of humor can help to defuse an explosive situation.

Give students a fair hearing. Teachers need to listen to everything students have to say, paraphrase what they have said, and make sure they understand the five "W's" of what students tell, who, what, when, where, and why, before giving advice or taking

action. Quite often teachers assume that all students are the same in terms of providing excuses for late work or missed assignments. That tendency to assume can be dangerous to student-teacher relationship maintenance. Teachers are led to not trust students and students, in turn, become reluctant to honestly provide teachers with important information concerning themselves. The end result is not in anyone's interest.

Time it right. Just as important as how teachers talk or listen is when. To promote an open exchange of ideas about certain issues or problems, teachers need to uncover prime time for communicating with their students without interruptions. This way, everyone has a chance to speak his or her mind.

Say it with care. Affection is a major component of effective communication between or among people who care. Affection is an influential nonverbal message which seems to be prevalent in strong relationships. Teachers need to not assume that students know how much teachers care about them. It is okay to show them by displaying the easiest signs or symbols of caring. The effects of caring can go a long way in terms of strengthening the student-teacher relationship.

Value Students' opinions. Allowing students a voice in classroom issues carries two benefits. Students accept decisions better when they are asked to contribute or they are at least consulted. In addition, they also see themselves as a valued part of the entire classroom. Being consulted means more than a chance to be heard. It means that teachers are interested in hearing

students' ideas and suggestions, which, in turn, positively affect their self-esteem.

Conclusion

Communicating with students and teaching them effective interpersonal skills are not always easy. The most prevalent and expressed view concerning communicating with students and teaching them is that teachers' job is to teach the content whether students like it or not. In fact, this is precisely the attitude which leads students to dislike school and quit trying to learn. This view appears a philosophical one which people tend to hold rather than an established fact. Therefore, play and humor in the classroom are found as more operative at relieving tension, facilitating students' understanding of materials or content, and encouraging students participation. Besides helping to create a more pleasant classroom atmosphere, play and humor make it easier for students to work cooperatively and learn from each other as well as from the teacher. In addition, students seem to excel in such an atmosphere, approaching each task positively and eagerly.

"There is an old proverb which states that 'a lesson learned with humor is a lesson well learned.' The ability to laugh at one's self and to laugh with others is a priceless tool for effective teaching" (Wilcox, 1993, p. 6). When students work and have fun together in dyads and small groups their learning improves, their problem-solving skills are enhanced, their social relationships become more cultivated, and their overall attitude toward school

becomes more positive. Current pedagogical practices, which emphasize quick right answers and a reliance on teachers to validate students' achievement and thinking, not only prohibit students from becoming self-reliant learners, but also fail to prepare them effectively for various life situations in the real world. Using play and humor in the classroom actually pays off in increased achievement and better attitudes.

Teachers need to reexamine their assumptions of how to organize the classroom for learning purposes and create a structure wherein it is safe to make mistakes and learn from those mistakes. This can provide opportunities for students to do and experience new things, not just repeat what others have done and experienced. Finally, using play and humor along with a careful consideration of the major factors of listening, timing, affection, respect, and acceptance can form the groundwork for mutual understanding, learning, and enjoyment in the classroom. Practicing these factors proves to be rewarding to both, students and teachers at the same time. Therefore, try them and find out for yourself how important they can be.

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APPENDIX 1

INFORMATION CASE

Stress and Anger

Tom Willis is a security guard for Apex, Inc. Tom works the 5 p.m. to 11 p.m. shift, and is responsible for checking all individuals who wish to enter the Apex building. He is responsible for identifying anyone who wishes to enter the building, and confirming the individual's name is on an approved company list of authorized employees permitted to enter the building after 5 p.m. If Tom is unable to identify the individual requesting entry into the building, and/or the individual's name is not on his approved list, Tom is responsible for prohibiting the person's entry.

Last night at 10:32 p.m. a very loud, and possibly very drunk, I. M. Bold (Vice President of Research and Development) appeared at Tom's security station. Mr. Bold "demanded" entry to the building for himself and a possibly drunk young woman about twenty years his junior. The woman stood in the dimly lighted hall about forty feet away from Tom. Tom thought she looked very much like Sam Wilson's (Assistant Director of Research and Development) wife, but he could not be sure of her identity because of the distance and poor lighting. Mr. Bold refused to answer Tom's questions about the woman and at one point said "It's none of your business who she is!" Because Tom was unable to identify the woman, he refused her entry to the building.

Mr. Bold made loud and "not very subtle" comments about Tom's future with Apex if the woman were not allowed to enter the building. Mr. Bold and the woman did not enter the building last night.

As Tom reaches for his time-card today, he immediately notices a note on it from Sally Winters (Director of Apex, Inc. Personnel). The note requests that Tom come to her office before his shift begins. Sally's note offers no reason for her request.

INTERVIEWER: Sally Winters
Goals: Inform Tom about Mr. Bold's accusation of Tom's "neglect of job responsibilities."
Inform Tom about Mr. Bold's request for Tom's dismissal from his job.
Learn Tom's perception of what, if anything, happened last night.

INTERVIEWEE: Tom Willis
Goals: Learn why Sally has asked him to report to her office.
Take any action necessary to protect himself.

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APPENDIX 2

INFLUENCE CASE

"Why should I take it, when I am cured?"

Harry is 78 years old, and recovering from surgery. His illness has been arrested, but not cured, by the surgery. With proper diet and medication, he can expect to live a normal life, and enjoy his remaining years. Harry was discharged from the hospital six weeks ago, and has been visited weekly by Jane, a home health care nurse. Jane's responsibility is to check Harry's health, answer his questions and monitor his compliance with the doctor's instructions. Jane needs to ensure that Harry takes his medication, because he could not live more than a few days without it.

Over the last six weeks Jane and Harry have learned about each other, and are starting to like each other very much. Harry and his wife live about twenty miles out in the country on a farm. They have very few visitors during the winter months, and Harry looks forward to Jane's visits and tries to show her how much he appreciates her "looking after him." Jane has started to think of Harry as the grandfather she never knew. Their relationship is both interpersonal and role based.

Because of Harry's rapidly improving condition, Jane's visits have been changed to every other week. Since her last visit, Harry and his wife have given shelter to Elmer Skruggs, a traveling preacher. The reverend Skruggs came to Cross Corners to hold a revival meeting at the Cross Corners Church, and "save souls and heal the lame." Harry, of course, attended the revival meetings, and soon found himself, for the first time in his life, taking religion seriously. Last night Harry was saved, and Reverend Skruggs "laid hands on him and cured his sickness." Harry was convinced he was cured!

Since Harry was cured last night, he has not taken his medication because he knows that he does not need to take pills when he is cured. Harry is happy beyond belief, and his wife has been on the phone all morning telling their many friends about Harry's cure. Harry and his wife are so happy with Reverend Skruggs that they called their attorney to come out and change their will to leave him "everything" when they die. Reverend Skruggs is pleased they took his "hint" about how to repay him for healing Harry.

Jane's arrival this morning is after a big snow storm, and she is later than normal. Harry is eager to tell her his good news, and to let her know she will only have to come back in the future as his friend because he no longer needs a nurse. Jane begins the conversation after Harry informs her he is "cured."

INTERVIEWER: Jane

Influence Goal: Harry will continue taking his medication.

INTERVIEWEE: Harry

Goals: Share his news about being cured.

Inform Jane that she will only need to come back as a friend.

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APPENDIX 3

ASSERTIVENESS CASE

"What do you mean, do my share?"

Sue did not count on loosing her second job, the increased work load from an eighteen hour load at State University, and a rent increase this semester. The only solution to the unexpected events that Sue could think of was to find a roommate to share expenses. After all, she did not have to have a separate study, she could just as easily have a roommate in the second bedroom, and use the library for study. Sue phoned a few of her friends, and asked if they knew of anyone looking for an apartment to share with someone. The calls paid off. She found someone, and arranged by phone for her to move in next Monday.

Jane looked fine to Sue. She was clean, wore expensive clothes, drove an impressive sports car, seemed unconcerned about expenses, and even liked many of the same foods Sue liked. They briefly talked about expenses and responsibilities, and ended their conversation with "Surely we can work out any differences that might come up!" Today, Jane has been in the apartment for two months, but somehow to Sue it seem like *much longer!*

Some of the "difficulties" Sue quickly began to experience included Jane's boyfriend spending at least five nights a week, dirty dishes in the sink, clothes all over the floor, food eaten but never replaced, being too busy to help with cleaning, and last night a broken hair dryer (it "melted" when Jane's boyfriend used it to keep his popcorn warm). The "final act" happened today when Sue rushed home to type a paper due at 3 p.m., and discovered that her new typewriter was missing! Just as Sue was about to phone the police and report it stolen, Jane walked in and said "I hope you don't mind, but I loaned your typewriter to Jim. He just hates to use his old one, and thinks yours makes his work so much easier."

At this moment, Sue faces a choice between silence and asserting her thoughts and needs.

POTENTIALLY ASSERTIVE INDIVIDUAL: Sue

POTENTIAL RECIPIENT OF ASSERTIVENESS: Jane

If you were Sue, **what** would you do, and **how** would you accomplish it?

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LOGIC PROBLEM

I S'CREAM STOP!

On a hot August day as five young boys pedaled past the ice cream shop, one suggested stopping to get some ice cream. Clarence and the others eagerly agreed. Each boy chose a different flavor ice cream and topping for his sundae. From the information provided, can you determine the boy who chose each ice cream and topping (one topping was strawberry)?

1. The five sundaes were Dave's, Stan's, the one with vanilla ice cream, the one with peach ice cream, and the one with marshmallow topping.

2. Of the peppermint and coffee ice cream sundaes, one was eaten by Eddie and the other had hot fudge topping.

3. The butterscotch topping did not go on the butter brickle or peach sundae.

4. The five sundaes were Roy's, Stan's, the one with butter brickle ice cream, the one with peppermint ice cream, and the one with caramel topping.

		ICE CREAM					TOPPING				
		BUTTER BRICKLE	COFFEE	PEACH	PEPPERMINT	VANILLA	BUTTERSCOTCH	CARAMEL	HOT FUDGE	MARSHMALLOW	STRAWBERRY
BOY	CLARENCE										
	DAVE										
	EDDIE										
	ROY										
	STAN										
TOPPING	BUTTERSCOTCH										
	CARAMEL										
	HOT FUDGE										
	MARSHMALLOW										
	STRAWBERRY										

APPENDIX 5

"The Widget Corporation"

Procedure

Divide the class into groups of five. Give a different information sheet labeled A, B, C, D, or E, to each student in the group. If there are extra students, have them act as observers. Do not give them information sheets. Each student in the group, except the observers will have access to only part of the information needed to solve the problem--three different statements appear on each information sheet. Only tell the students that they have enough information among them to define the problem and arrive at a solution. They may use any procedures they wish, and they may read their information sheets aloud as often as they wish, but they may not show them to anyone else. The students should then proceed to solve the logic problem.

Information Sheet A

1. On one recent day, the following tidbits of information concerning five executives, Frank, George, Harvey, Ira, and John--in no particular order and not respectively--were heard around the water cooler at the Widget Corporation.
2. From the tidbits overheard at the cooler (you must assume they are all factual), can you give each executive's full name and position?
3. George and the president play golf together.

Information Sheet B

1. Appleby, Barton, Chambers, Dow, and Eggars are all executives of the Widget Corporation, being (in no particular order and not respectively), president, vice president, office manager, personnel director, and sales manager.
2. Three of the men are often in bad moods; Dow tends to be a terror on Mondays, while the office manager's bad day is Friday and the sales manager is completely unpredictable.
3. There is a long-standing feud between Barton and the sales manager.

Information Sheet C

1. Frank and the personnel director roomed together in college.
2. John, Chambers, and the sales manager got together for lunch every Thursday.
3. Three of the men are often in bad moods; Dow tends to be a terror on Mondays, while the office manager's bad day is Friday and the sales manager is completely unpredictable.

Information Sheet D

1. The president recently approved a raise for John, which was deeply resented by both Harvey and the personnel director.
2. Frank is the only bachelor among the five, and he has been dating Appleby's sister.
3. Eggars told Harvey that his wife is expecting a baby and needs a raise soon or he will resign.

Information Sheet E

1. Chambers is given to pulling rank on both Frank and Barton.
2. George and the president often play golf together.
3. John, Chambers, and the sales manager get together for lunch every Thursday.

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